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ABSTRACT

This report summarizes the results of a 3-year project in the metropolitan Boston (Massachusetts) area designed to demonstrate job placement and support for individuals with multiple disabilities that include severe physical disabilities and mental retardation. The report summarizes project outcomes, the cost and range of supports that participants received, and issues in the design and implementation of supports for individuals with multiple disabilities. The project placed 11 individuals in 14 jobs, based on a model that emphasizes career planning, job creation, and a broad approach to job site training and support that includes job accommodation and flexible use of a variety of sources of support. The greatest limitation in project implementation was the ability to identify a sufficient number of jobs in a timely way. Appendixes comprise the bulk of the report and contain participant demographic and employment data, a 10-page vocational profile form, a procedure manual for job creation and job restructuring, and a procedure manual for placement planning. (Contains 11 references.) (JDD)

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A Community Based Supported Employment Program for Persons with Severe Physical Disabilities and Mental Retardation

FINAL REPORT
December, 1992

John Butterworth, Ph.D.

Diane Splitz, M.Ed.

Robin Dotzenrod

The Training and Research Institute for People with Disabilities (UAP)

in conjunction with
The Developmental Evaluation Center,
a University Affiliated Program

Children's Hospital
300 Longwood Avenue
Boston, MA 02115

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Acknowledgments

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Support for this project was provided by grant #H128A90071 awarded by the Rehabilitation Services Administration (RSA), Office of Special Education and Rehabilitation Services (OSERS), of the U.S. Department of Education to the Training and Research Institute for People with Disabilities, Children's Hospital, Boston. The opinions expressed in this report are exclusively those of the staff of the Training and Research Institute for People with Disabilities. No official endorsement by RSA or OSERS should be inferred.

For additional information contact John Butterworth, Ph.D., Training and Research Institute for People with Disabilities, 300 Longwood Avenue, Boston, MA 02115. (617) 735-6506.

A Community Based Supported Employment Program for Persons with Severe Physical Disabilities and Mental Retardation

Training and Research Institute for People with Disabilities (UAP)
Children's Hospital, Boston

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A Community Based Supported Employment Program for Persons with Severe Physical Disabilities and Mental Retardation

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FINAL REPORT

Introduction

Since the early 1970's, rehabilitation programs have demonstrated that persons with severe disabilities can succeed in the labor market. Initiatives sponsored by the Rehabilitation Services Administration, Office of Special Education Programs, and the Administration on Developmental Disabilities have focused attention on expanding integrated employment opportunities for persons with severe disabilities, and on restructuring the ways in which supports are provided to facilitate job entry and maintenance. In particular, initiatives in the areas of supported employment and transition have demonstrated the value of a change in the underlying model or paradigm used in providing employment supports from a train-place model to a place-support model of services. Although the number of persons moving from sheltered or non-work settings to integrated employment is increasing, national data suggests that unemployment and underemployment continues to be a significant concern for persons with disabilities (Harris polls). A recent survey indicated that eight out of ten persons served by Mental Retardation/Developmental Disability agencies were served in segregated (day activity and sheltered employment) or non-work (day habilitation) settings during fiscal year 1988 (McGaughey, Kiernan, Lynch, Schalock, & Morganstern, 1991).

Data suggests that individuals with multiple disabilities that include a severe physical disability are underrepresented in supported employment (Callahan, 1991; Kiernan, McGaughey, Schalock, & Rowland, 1988; Simpson & Button, 1991; Sowers, 1991). Approximately half of the persons served in supported employment nationally are functioning in the borderline to mild range of intellectual functioning, and only 4% of those placed in integrated employment had cognitive impairments in the severe or profound range (Kiernan, et al., 1988; Kregel, Revell, West, & Wehman, 1990). The Third National Employment Survey of Adults with Developmental Disabilities reported that only 3.2% of those placed into integrated employment (including supported employment) had a diagnosis of cerebral palsy (Kiernan, et al., 1988). Wehman, Kregel, and Shafer (1989) found that only 1.8% of the persons served in supported employment nationally during FY 1988 had cerebral palsy. Access to related employment supports also continues to be a problem for persons with severe physical disabilities. In a survey conducted by UCPA more than a third of it's local affiliates reported that people with significant physical disabilities had been found nonfeasible for employment. 2/3 of the affiliates reported problems in including assistive technology in IWRP's, and 2/3 reported problems in the availability of necessary services including personal assistance, job coach/employment specialist services, transportation assistance, and environmental adaptations. The report concludes that "people with physical disabilities resulting from cerebral palsy are least likely to receive benefits in most of the states under [the Rehabilitation Act]"(UCPA, 1991).

This report summarizes the results of a three year project designed to demonstrate job placement and support for individuals with multiple disabilities that include a severe

This project was funded by grant #H128A90071 awarded by the Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education

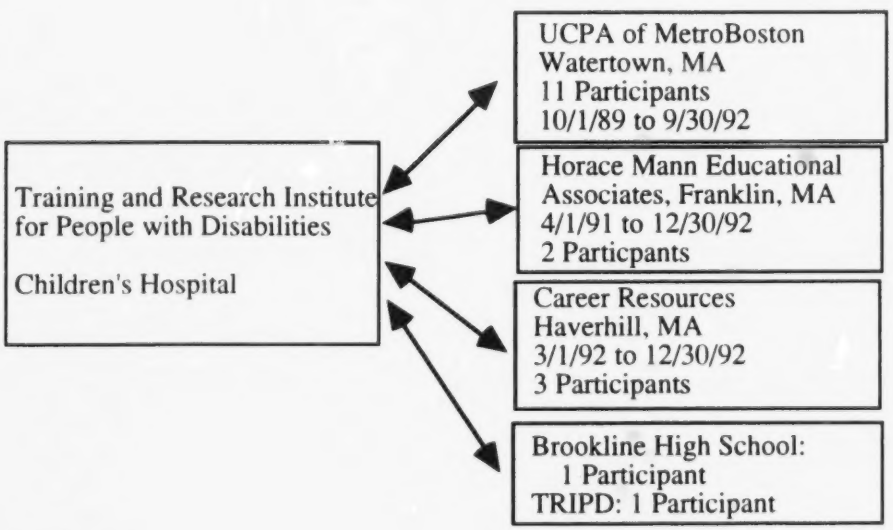
physical disability and mental retardation. 18 individuals received support services from the project during this period, and 11 individuals worked in 14 jobs with the support of project staff. Two additional participants will begin jobs in January, 1993. This report will summarize project outcomes, the cost and range of supports that participants received, and issues in the design and implementation of supports for individuals with multiple disabilities.

Project Design

The primary goal of this project was to place individuals with multiple disabilities, defined as a severe physical disability and mental retardation, into community employment using a supported employment approach. Secondary goals were to enhance the capacity of local service providers to provide employment supports to persons with multiple disabilities, and to design program procedures and strategies that facilitate the implementation of services.

This project represents the collaborative work of the Training and Research Institute for People with Disabilities at Children's Hospital, Boston (The Institute), and three community-based supported employment programs as illustrated in Figure 1. This design was central to the goal of enhancing the capacity of local service providers. The primary affiliation throughout the three years of the project has been with UCPA of MetroBoston. Eleven project participants received supports from UCPA. During years two and three of the project additional relationships were developed with Horace Mann Educational Associates and Career Resources. In addition project supports were provided to one student at Brookline High School, and one person who receives support solely from the Institute.

Figure 1: Project Design

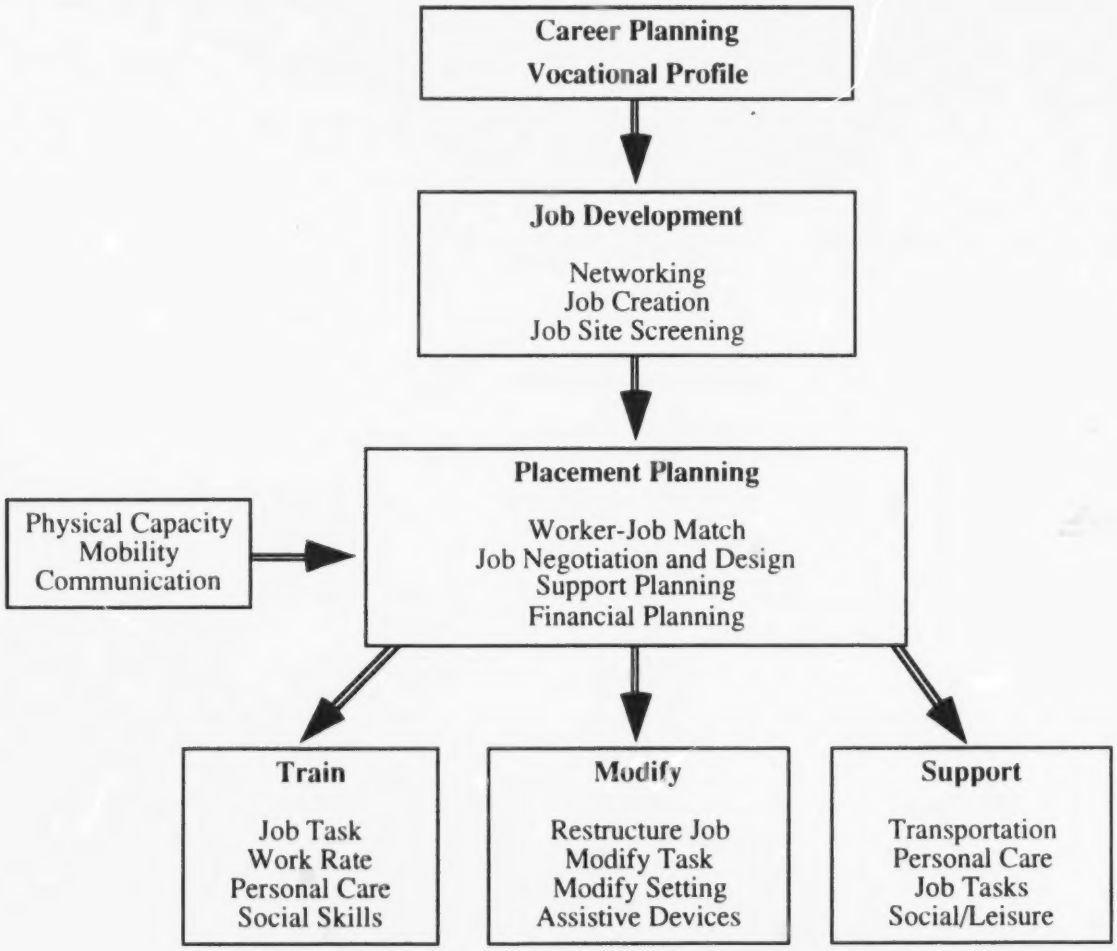


Project Services

Project services were based on an individual model for job placement that emphasizes career planning, job creation, and a broad approach to job site training and support that includes job accommodation and flexible use of a variety of sources of support. The

overall flowchart of the project reflects the process of individual job placement that has been well documented in the supported employment literature (Mcloughlin, Garner, & Callahan, 1987; Moon, Inge, Wehman, Brooke, & Barcus, 1990; Sowers, 1991). A common definition of the stages of individual placement would include consumer assessment, job development, job site training, and ongoing support. The project has adapted these stages to accommodate expanding the range of job opportunities available, to emphasize an individuals preferences rather assessment of individual skills and abilities, and to provide for a broad approach to support and accommodation in the workplace. Primary project components are illustrated in Figure 2. Specific findings are discussed later in this report.

Figure 2: Project Service Components



Summary of Outcomes and Issues

The primary project goal was to place and support 29 persons with multiple disabilities in individual community jobs. The greatest limitation in project implementation has been the ability to identify a sufficient number of jobs in a timely

way to meet that objective. Eleven individuals have worked in 14 jobs with project support (One individual was terminated from a job and has entered a second job, two individuals work in two separate jobs). Nine individuals are currently employed. Two additional individuals have received job offers for positions that will start in January, 1993.

While the number of placements has been disappointing, it reflects the development of specific approaches to job creation and job restructuring that are critical for individuals with multiple disabilities. These data also reflect the unusually long timelines that job creation and job restructuring require. These long timelines reflect both the number of staff hours required for participant-specific job development (42 to 335 staff hours per participant) and the job creation time (the length of time from an initial contact with a company to an individual starting a job, 3 months to 20 months per position). The implication of this data is that job development requires persistence in two major ways. First, identifying companies that are supportive of hiring a person with multiple disabilities requires a significant time investment. Second, once a supportive company has been identified, it may take an extended period of relationship building and negotiation before an actual job position is created or made available.

No individual in the project is working in a job that existed before they began working in the company. The process of job creation used has also lead to an unexpected outcome in terms of the quality of the jobs that individuals procured. The jobs that individuals working with the support of this project hold are all valued, primarily white collar jobs in supportive companies. Co-workers and supervisors are clear in their commitment to the individual they have hired, even when problems temporarily arise. With 5 exceptions, wages range from $4.50 to $9.61 per hour (despite productivity levels below that of co-workers. The number of hours of work for participants has been lower than expected, with an average of 15 hours per week. This reflects in part the individual choices of participants due to personal factors (e.g., physical stamina or the need to schedule personal care supports), but also reflects the effect of the process of job creation on limiting the hours available in positions. Job creation is addressed in more detail in a later section.

The project has had an impact on the capacity of four local service providers (the Institute and our three partners) to provide supported employment services to individuals with multiple disabilities. All four providers are continuing to provide employment supports to project participants and additional individuals at a higher level than before the project was initiated. UCPA of MetroBoston did not provide supported employment services prior to the project. They are continuing to provide services to project participants and additional individuals under contracts with the MRC and DMR. Horace Mann Educational Associates has developed two new employment specialist positions, and is continuing job site support and job development activities for 5 individuals with multiple disabilities, by reallocating existing DMR funding resources and through a new contract with a local school district. Career Resources, Inc. is continuing job site support and job development for 3 individuals with multiple disabilities using a reallocation of sheltered work resources. Finally, the Institute is currently providing job support and job development services to 3 individuals with multiple disabilities through new contracts developed during this project, and has expanded the inclusion of persons with multiple disabilities in existing programs. The total anticipated ongoing impact of this project includes supported employment services and supports for 23 individuals in FY93 from the participating organizations.

Several systems issues continue to limit the development of services, particularly for UCPA of MetroBoston. The principle barrier is the reliance on Medicaid funded day and residential services for individuals with severe physical disabilities. Prior to this project, all of UCPA's day services were Medicaid funded and did not permit work or vocational training. In addition several participants live in Medicaid funded residential situations. UCPA is unable to reallocate resources from Medicaid sources to community work support.

Project Outcomes

Population Served

Eighteen individuals with multiple disabilities that include a severe physical disability and mental retardation received supports from this project. Eleven participants receive support from UCPA of MetroBoston. The additional participants received support from HMEA (2 participants) Career Resources (3 participants), the Brookline Schools (1 participant) or the Institute's own individual placement project (1 participant). The services that participants received prior to entering the program reflects both the level of support required, and the limitations of the adult service system. Seven participants were placed in a Medicaid funded day habilitation program, and five were placed in DMR funded day activity or sheltered work programs. Of the additional participants, one was a recent graduate of the Massachusetts Hospital School, three received no day support services, and one is a student.

A summary of demographic data of participants is in Appendix A. The participants were evenly split between men and women. All but one participant uses a wheelchair as his or her primary form of mobility, and 11 participants use a power wheelchair. 15/18 require some or substantial assistance with personal care.

Employment

Thirteen project participants have been hired or worked with project support during the project. Two were hired at the close of the project, and are scheduled to begin work in January, 1993. Their data is included in job development statistics, but not in job site support costs.

Eleven participants have worked in 14 jobs with project support. Nine of them continue to be employed at the end of the project (not including 2 scheduled to begin work). Four individuals voluntarily or involuntarily terminated from jobs during the project. One (Ron) has entered a new position. One (Evelyn) has chosen not to pursue employment at this time. One (Alex) continues to seek employment with project support. One (Jessica) discontinued work in one job at the end of the school year, and chose not to continue. Employment data is summarized in Appendix B. Participants have been employed for an average of 17 months, with a range of 2 to 39 months.

A major outcome of the project has been the quality of jobs and wages that individuals receive. Despite requiring substantial supports to work, the majority of the individuals entered nontraditional work environments at wages comparable to their nondisabled co-workers. Appendix B includes the industries and job titles of participants, and reflects the diversity of employers. Large private for-profit and non-profit employers (9/14 jobs) have included IBM, Fleet Bank, Cablevision, Massachusetts Institute of Technology, and New England Medical Center. Three jobs were with government services, including Haverhill Town Hall, Haverhill Middle School library, and the

Brookline Town Library. Smaller employers (4/14 jobs) have included a local medical supply company, a clothing manufacturer, and a human service agency.

Job terminations have been for varied personal and organizational reasons. Only one termination was involuntary, and reflected a reorganization due to decreased funding within the department. Ron individual was terminated from his job due to reorganization of his department, and has accepted a new position with project support. Evelyn resigned from her job. This resignation reflects a variety of systems and support issues encountered by this project. Evelyn lives in a nursing home, and received minimal home-based support for working. In addition, Medicaid regulations require that after a $20.00 per month earned income exclusion, that the remainder of Evelyn's earnings be applied directly to her nursing home expenses. After work related expenses (which are not excludable within Medicaid regulations), Evelyn's available spending money was less than before she began working. Finally, Alex's employment was terminated due to the lack of available transportation. Transportation is a commonly cited issues for supported employment programs. The issue is more extreme for individuals using a wheelchair, and in particular for individuals using a power wheelchair. Alex, in particular, uses a custom designed wheelchair that is too large for standard wheelchair accessible vans. Because his job required a long drive (1 hour) Alex was not able to consistently attend work. After 7 weeks of work he chose not to continue with a preference for seeking a more accessible position.

Employers have been overtly supportive of continuing the employment of project participants even under adverse conditions. Cathy and John work for IBM. Two years ago during a substantial reduction of the work force at IBM their job category was eliminated throughout the company. Local IBM staff advocated successfully to maintain John and Cathy's positions. Similarly, when Evelyn resigned from Esquire Neckware, company staff advocated strongly for making it possible for her to stay.

Wages and Benefits

Wages have ranged from $1.00/hour to $9.61/hour. Five jobs have involved establishing a subminimum wage rate based on productivity. It is significant to note that the option of subminimum wage was <u>not</u> used in the majority of job development in this project, and was not used at all by UCPA of MetroBoston or the Institute. While subminimum wage may be a useful strategy for acquiring a desired job if productivity is a major barrier to employment, this project does not provide strong support for it being a necessary condition for persons with severe mobility issues. Workers placed by UCPA of MetroBoston, for example, have worked at wages ranging from $4.25 to $9.61 per hour, with an average wage of $6.71 per hour. Most significant has been the insistence by companies that worker's receive the same wage level as co-workers regardless of productivity level. An example is Phil, who works in the customer service department at Cablevision. When Cablevision adjusted its wage rate from $5.51/hour to $7.21/hour Phil was working at approximately 25% of their established job norms. Cablevision was insistent that Phil receive the full wage increase.

Total wages earned by participants in this project are estimated at $90,931.

Only one participant receives benefits with his or her employment. That participant works 20 hours per week for a cable television company, and receives free cable television service as a benefit. Lack of access to benefits remains a concern for individuals in this project, although no individual has had access to Medicaid benefits jeopardized.

Hours

Project participants worked for an average of 15 hours per week, with a range of 6 hours to 40 hours. Two of the participants worked in two jobs simultaneously, and these figures represent summary data for those participants. Participants who are currently working average 14 hours per week, with a range of 6 to 21 hours.

Work hours were affected primarily by several variables:

- Individual choice related to scheduling personal care needs or physical stamina
- Availability of transportation
- Hours limited by the creation of a new position

The majority of the project participants (7 of those who were employed) chose to limit their work hours at least somewhat for personal reasons that included physical stamina and the need to schedule and address personal care needs. A related issue was the scheduling of accessible transportation. This directly limited the work hours for 5 individuals. Finally, jobs frequently were offered with limited hours initially because of the process of job creation. This reflects both caution on the part of companies as they implement a new hiring approach, as well as initially a limited amount of work that has been separated from other workers responsibilities. This latter variable was probably a factor in 6 jobs that were below 20 hours per week, with a range of 6 to 12 hours per week.

Cost of Services

Because this project emphasized the expansion of the capacity of local providers, it involved the collaboration of resources across several service providers. Project activities included direct support to individual participants in collaboration with our partners, organizational support to participants to facilitate the development of local capacity, and material development and dissemination.

This section will provide service data in order to provide specific guidance on the cost of employment supports for persons with multiple disabilities. Specific data on intervention hours is available for all participants supported jointly by UCPA of MetroBoston, the project's primary partner, and the Institute. This data will be reported to reflect job development, placement and ongoing support costs for 11 participants. All cost figures are based on an hourly service rate of $26 per hour, the approved rate for direct services provided by the Institute to DMR and MRC. This rate reflects the cost of living in the greater Boston area, and service costs may be lower in other regions. Detailed data on support hours and costs are provided in Appendix C, and are summarized below.

The hours committed to job development reflects the time investment required to develop relationships and create jobs for individuals who cannot perform the job duties of existing jobs within a company. All of the individuals who worked during this project worked in created or substantially restructured jobs. The job development process is discussed in more detail in a later section. The employment specialist hours to job entry for individuals who were hired has averaged 195 hours, with a range of 42 to 334 hours. This represents an average cost of $5,070 per placement. Job development time was increased by the presence of an economic recession and high unemployment rates in the Greater Boston area during the life of this project.

Job support averaged 45 hours per month during the first 12 months of employment, for an average cost of $1,166/month (range of $6,983 to $24,197 per year). While job site support has been expensive relative to the number of hours worked, project data reflects a clear decrease in support costs in the second and third year of employment. Figure 3

illustrates support costs for six participants. During the first six months of employment support hours were as much as twice the number of work hours, reflecting the need to accommodate and coordinate a wide range of support services including transportation, PCA supports, medical supports, and financial impacts. By 10 months, the support costs had stabilized for most participants well below the total number of work hours. Support hours in years two and three of employment ranged from 6.17 to 28.33 hours per month, for a monthly cost of $160 to $737 (annual cost of $1920 to $8840).

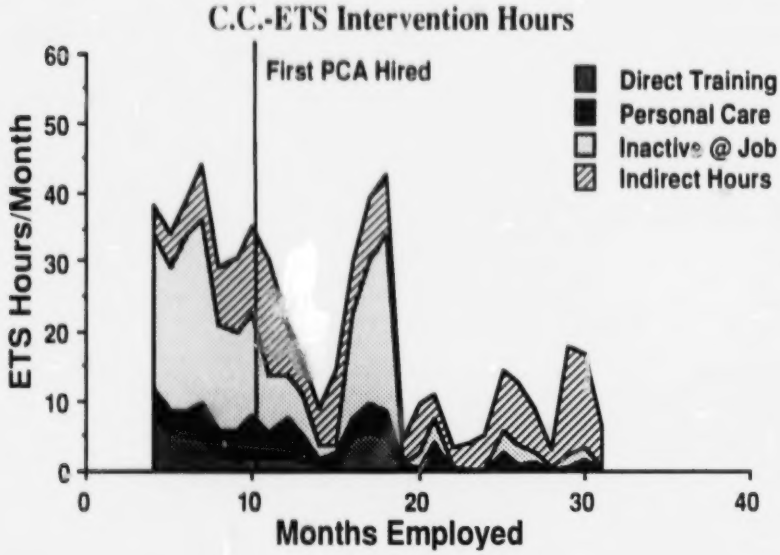
Figure 3: Sample Employment Specialist Support Hours

The support costs for participants are comparable to available data on programs serving individuals with similar support needs. Cooper and Mank (1989) reported an average placement cost of $16,700 in the Pacific Northwest for individuals with similar support needs. Support data also indicates the importance of developing a wide range of supports for project individuals. Two case studies illustrate the relationship between the direct support cost and the use of support resources:

Cathy: Cathy requires substantial support for personal care including use of the bathroom, preparing and eating lunch, and assistance with mobility throughout her workplace. Cathy works for a computer service and manufacturing company as a mailroom clerk. Her primary job responsibilities include delivering and collecting mail throughout a three floor building, and separating printouts from common laser printers for easier pickup. The supports Cathy has received from a project employment specialist are illustrated in figure 4. Direct training faded rapidly to a level of only several hours per month by the 8th month of work. Support costs, including inactive time at the job site and indirect support provided off the job site (e.g. case management and coordination of supports) remained very unstable. Cathy initially chose to receive personal care support from an externally hired PCA, with backup support provided by project staff. The external PCA was hired for 1 hour per day around lunch, with interim support provided initially by project staff and gradually more and more by co-workers. External PCA support, given the small number of hours, proved to be highly unreliable, leading to frequent large spikes in her support caused by the need to both provide support on site, and to recruit a new PCA. Gradually co-workers assumed more of this back-up

responsibility, until co-workers finally assumed full responsibility for providing these supports.

Figure 4: Employment Specialist Support Hours for Cathy

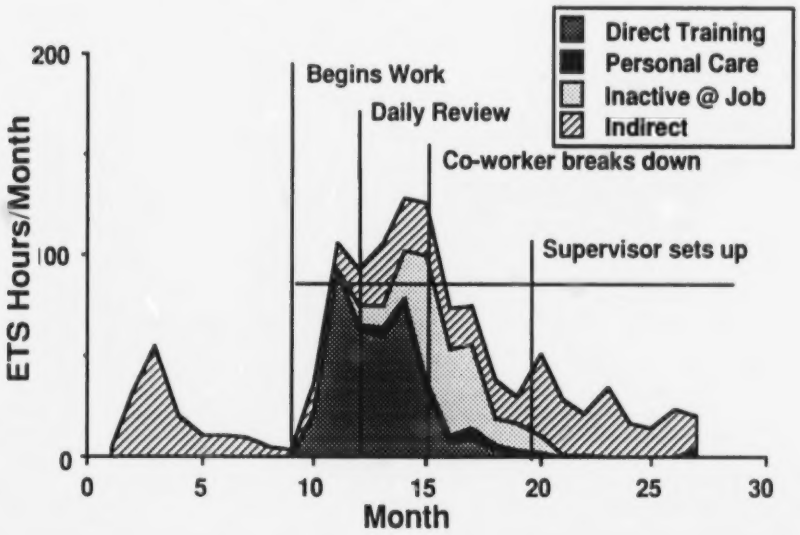


Phil: Phil works as a customer service representative for a metropolitan cable television provider. His job is restructured from an existing job, and involves primarily making "pre-calls", calls to customers using a simple script to remind them that a cable installer will be visiting their house. Phil requires support in the areas of personal care, maintaining an acceptable production level, and for specific job functions. The supports Phil received from a project employment specialist are illustrated in Figure 5. The steady decrease in project support provided to Phil largely parallels the assumption of support functions by site staff including co-workers and his supervisor. At month 3, his supervisor began providing Phil with a daily review for his work (an adaptation of the monthly review provided to all employees). In month 6, a co-worker assumed responsibility for helping Phil break down his work station at the end of the day, and for restocking his work and assisting with trouble calls. In month 11, Phil's supervisor assumed responsibility for workplace set-up and goal setting for the day. From that point, almost all support is indirect support, including off-site support provided to Phil and a weekly meeting with Phil's supervisor (now bi-weekly).

Dependence on Entitlements

Employment has had minimal impact on participants use of entitlement programs. As noted above, all participants continue to receive medical benefits through entitlement programs. In addition five participants are using work incentive programs, and three of the participants with the highest incomes are SSDI recipient and have not exceeded SGA at this time. Because of the use of work incentive programs paired with increases in monthly benefit rates, the average monthly benefit amount for the nine individuals who are currently employed has only dropped from $394 per month to $384 per month (approximately .$1080 per year total).

Figure 5: Employment Specialist Support Hours: Phil



A PASS plan is in place for one participant, and IRWE's are in place for 4 participants. Three participants are using work incentives to partially fund ongoing support services provided by UCPA of MetroBoston. PASS plans and IRWE's are also being used to fund transportation costs (2 participants) and stamina building activities (swimming-1 participant). Work incentive programs have been an important source of funding for ongoing supports as addressed later in this report.

Project Strategies/Special Needs of Population

Introduction

Individuals with multiple disabilities have a wide range of support needs that have restricted their access to employment services. Individuals with multiple disabilities have had restricted access to services because of poor performance on eligibility and vocational evaluation systems, and because of their need for substantive job accommodation and support to locate and enter employment.

Several trends have facilitated the development of alternative models for job placement, and have influenced the development of program strategies and an overall model for this project. These include the development of person-centered planning approaches that emphasize personal preferences rather than formal assessment, the expansion of assistive technology and job accommodation resources, and the development of alternative approaches to conceptualizing supports that rely on a changing role for job coaches from providing supports, to facilitating supports from a wide range of formal and informal sources. This latter development, the movement toward natural supports, has profound implications for cost-effective job support for individuals with complex support needs.

This report will emphasize 4 central components of the model used for supporting job entry by this project. Many of these components reflect the extension of current supported employment models.

Career Planning

Vocational evaluation is often cited as a major barrier to access to services for persons with multiple disabilities. In a recent survey of UCPA affiliates, more than a third of the affiliates found that people with substantial disability continue to be found non-feasible for employment (UCPA, 1991). The majority of the individuals who received support from this project require some or substantial assistance with personal care, mobility, and job performance. Detailed skill-based approaches to assessment tend to highlight these limitations, and do not effectively emphasize the impact of job-site supports and job accommodations on an individuals ability to perform job tasks. Traditional evaluation also matches individuals to existing job categories as identified in resources such as the Dictionary of Occupational Titles. A job development approach that emphasizes job creation allows a broader approach to identifying job positions.

The primary goal of the assessment process for the project is to clearly identify an individuals preferences and priorities for his life and for work, to identify and empower personal resources for job search and job support, and to provide background information for planning job site support. A career planning process was developed and refined as the primary emphasis of planning. Career planning is a person-centered planning process based on a whole life planning approach. Whole life planning refers to an orderly process for defining a vision of adult life that meets the personal interests and choices of a student with a disability (Steere, Wood, Pancsofar, & Butterworth, 1990). Whole life planning also encourages the participation of family and friends in establishing and achieving personal goals and in the process of job acquisition and retention. Social relationships and supports both inside and outside of the work setting play an essential role in the personal and social adjustment of people with and without disabilities.

Major steps of the whole life planning process used by the project are[1]:

1. Convene the Planning Process
   With the help of a facilitator, the participant identifies individuals he would like to participate in the process, and makes decisions about the form that planning will take. Critical decisions include whether or not a group process approach will be used, the location and structure for meetings, and defining the purpose and ground rules for the process.

2. Complete a Personal Profile
   The personal profile is a comprehensive inventory of the places, people, and activities in a person's life. Emphasis is placed on developing a comprehensive understanding of the individuals preferences, dislikes, and choices across all areas of life. Particularly for individuals with a limited work history, information from home or leisure activities may provide insight to the kind of work situation the person would be happy in.

3. Define a Personal Vision
   This step requires the team to merge the information in the profile into a coherent set of standards that define desired outcomes. In career planning, these standards

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[1] Whole Life Planning: A Guide for Facilitators and Organizers is available from the Training and Research Institute for People with Disabilities, Children's Hospital, Gardner 6, 300 Longwood Avenue, Boston, MA 02115.

will define the characteristics of an acceptable job. Table 1 contains a summary of the job standards that were applied to locating a position for Phil. Phil has worked for over 2 years for a metropolitan cable television system operator. While not a perfect match, the position contains several elements that are central to Phil's standards including a late work schedule, and the opportunity to work with telephones and, although in a limited way, with a computer.

Table 1: Summary of Phil's Job Standards

	Cablevision
People	+
-Opportunities to Interact	
-Being in the middle of things	
Keeping Busy	+
-Steady pace	
-Minimal down time	
Variety	+/-
-Stimulating Work	
-Tasks not too repetitive	
Using Phone or Computer	+

4. Develop Action Plans
   Once specific standards are defined, specific action plans are established. Participants in the planning process brainstorm specific job situations that could meet the standards, and then seek connections to those businesses. While much of this work may be done by the employment specialist, planning participants also may make personal contacts or seek resources as part of the action planning stage. During the job seeking stage for Phil,, for example, his priest was recruited to assist with job development.

5. Support Ongoing Networks and Resources
   One goal of the whole life planning process is to involve significant others in an ongoing process of providing support to the focal person. This may evolve into a formal support structure such as a circle of support, or may be more informal. Continuing to use Phil as an example, this was more informal, and included planning and problem solving both by co-workers at his workplace, and by individuals at home.

A secondary goal of the assessment process is to plan for job accommodation and support.. A personal profile outline is used to organize information. This outline is completed based on interviews, observation and informal time spent with the project participant, and record review. Detailed assessment of physical capacity was not used in the project, although additional resources such as occupational therapy or assistive technology specialists were used as needed to assist with problem solving. The profile outline is based on work of Virginia Commonwealth University and Marc Gold and Associates (Mcloughlin, et al., 1987; Moon, et al., 1990; Moon, Goodall, Barcus, & Brooke, 1985). Information is matched with information collected during job development and creation to assist in placement planning. The Personal Profile outline is attached in Appendix D.

Job Development and Marketing

Much of job development in supported employment has followed a job-centered model (Hagner & DiLeo, in press). This approach emphasizes identifying an existing job, and then using job matching strategies to match a person to the job requirements. While the job-centered approach is effective for many individuals, it has several disadvantages for individuals with multiple disabilities:

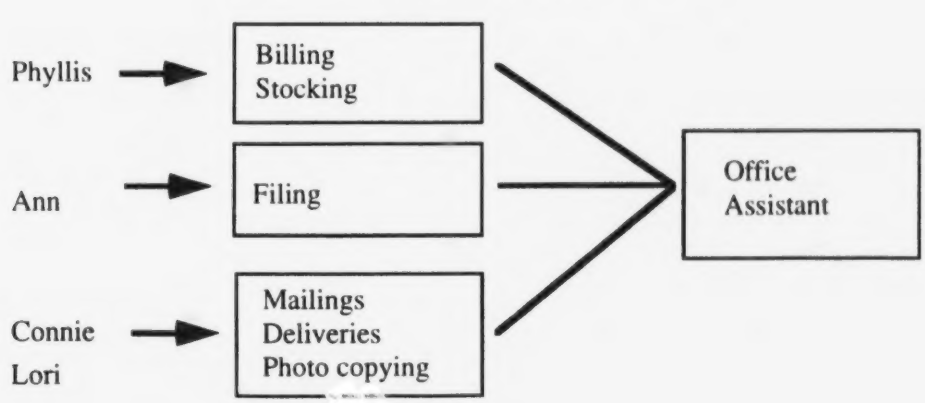
- Existing jobs contain a variety of job duties and require a variety of skills that will often match only some of the skills and physical abilities of the job candidate. In particular, even with the passage of the Americans with Disabilities Act, project participants will rarely be able to perform the essential functions of an existing job.
- Existing jobs have established production standards and employer expectations.
- The worker will compete for the job against a pool of qualified applicants who are interviewing for the same position.

Job creation and job restructuring are methods which combine a company-centered approach to job development with a person-centered approach. The company-centered approach looks at the specific needs of a company rather than at existing job openings, and offers a flexible approach to meeting those needs. Person-centered job development is guided by individual career plans as defined during the whole life planing process.

Through job creation a position is created by identifying unmet or poorly met needs and combining them to make a new position. Through job restructuring, existing jobs are modified by eliminating tasks or by reassigning tasks to co-workers whose skills and interests better match the responsibilities. Job restructuring may also involve modifying work conditions such as work schedules.

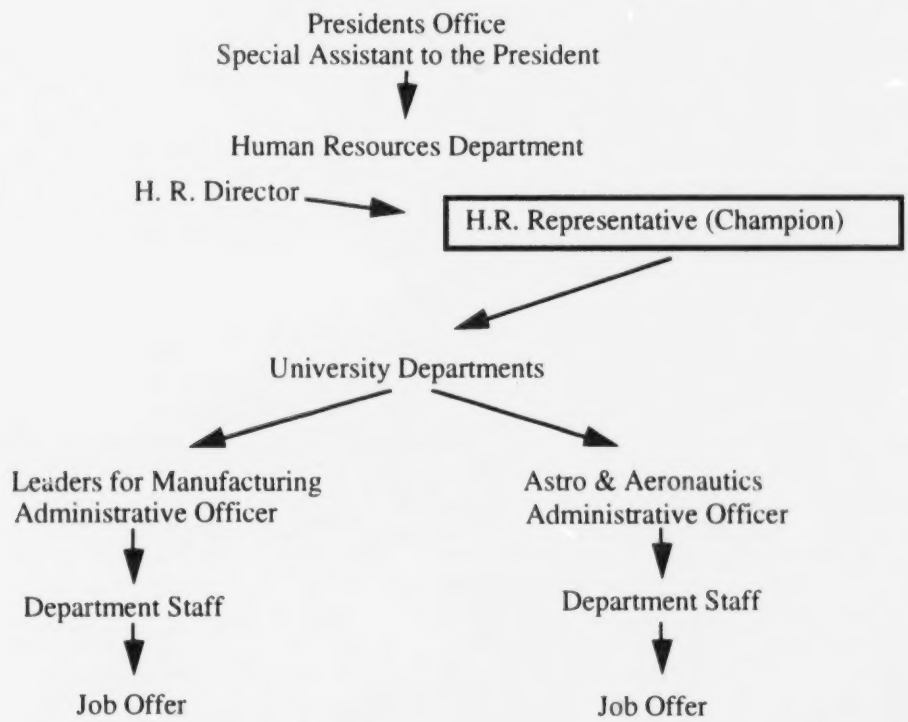
All of the positions developed by this project involved either job creation or significant job restructuring. An example of a created position is a position held by a participant in a department at the Massachusetts Institute of Technology. Several job duties were identified that were being performed inefficiently or represented barriers to other workers. In one case, filing was a large enough problem that there was a two year backlog of unfiled material. As Figure 6 illustrates, tasks from four individuals were combined to create a new position for Ron.

Figure 6: Job Design



Job creation and job restructuring requires developing a trust relationship with an employer, and understanding the specific needs and culture of the business. This process of relationship building requires a substantial time investment, and often an extended period of networking and negotiation within a company. Job development took an average of 8 months from the time an employer was first contacted, to the time that a participant began work in a position. The range for positions was 3 months to 20 months. This time frame was significantly shortened when a personal contact provided entry to the business. Figure 7 illustrates the job development process for Ron's position at MIT, and reflects over 13 months of work including 26 phone calls, 27 letters, and 12 meetings.

Figure 7: Sample of Job Creation Process



The major steps of a company-centered approach to job creation and job restructuring are listed below. A detailed review of the steps is provided in Appendix E.

1. Relationship Building
   -Personal networking
   -Identifying a champion
   -Making contacts at multiple levels

2. Identifying Business needs
   -Researching the business
   -Making business presentations

3. Job Design
   -Identifying job tasks
   -Matching business needs to preferences and needs of the job candidate

4. Securing the Job
   -Business proposal

Job Support

Individuals with multiple disabilities require a wide range of supports to maintain employment. Some of these supports, such as personal care assistance, are provided away from the job, while others are provided at the job site. As discussed earlier in this report, individuals in this project received a substantial amount of both job site and off site support from project staff during the first year of employment. Many of these support needs continued in subsequent years, but were provided by a wide variety of other resources including co-workers, family and residential staff, or personal care attendants. The experiences of this project suggest that coordination and development of supports is an important role for and employment specialist. In particular, individuals with multiple disabilities have a complex array of support resources that need to be coordinated with employment including personal care, medical and therapeutic care, transportation, and financial management.

The project used an ecological model for designing and facilitating job supports that assumes that support may be provided in a variety of ways, from a variety of available resources in the immediate environment and in the individual's personal support network. Central to the placement process was a placement planning meeting in which information from whole life planning and the Vocational Profile is compared to detailed information about the job and work site as collected on the Job Screening Summary. The placement planning meeting brings together significant others from the individual's life to assist him or her in assessing a job opportunity, and in planning for job adaptations and supports. Team members first compare personal outcome standards from the whole life planning process with the characteristics of the job being considered to ensure that the job meets the individual's preferences. Second, a detailed review of the quality of the job match on each of the variables in the Vocational Profile allows planning for supports and adaptations for critical factors that do not match well. This planning process is summarized on the Placement Planning Form, and the placement planning process is reviewed in detail in Appendix F.

A critical role of the employment specialist in achieving cost-effective job placement is to serve as a facilitator of resources rather than as a direct provider of resources. As discussed above for Phil and Cathy, support time was reduced to an affordable level as the direct participation of natural support resources such as co-workers increased. Both Cathy and Phil receive a wide range of both personal and task-specific assistance from co-workers and supervisors as listed in Table II.

These supports suggest the capacity of workplaces to provide substantial natural support to employees with multiple disabilities. Developing supports requires specific attention to assessing the culture and available resources in a workplace, and facilitating and supporting the development of relationships. Specific strategies involved both subtle interventions such as supporting Phil to reciprocate with his co-workers by bringing in gum to share with them, and more formal interventions such as initiating a problem solving session with Phil's supervisor to address his productivity. Central to all interventions was respecting the company culture (At Phil's workplace regular

performance review was a company standard that only needed to be modified), and directly involving company staff in problem solving.

Table II: Sample Co-worker Supports

Cathy	Phil
• Lunch set-up and clean-up • Eating lunch • Bathroom use • Doors • Work materials • Communication (with co-workers not familiar with communication system)	• Work station set-up and break-down • Entering building (prior to ramp installation) • Bathroom use • Restocking call sheets • Trouble calls • Use of vending machines and microwave • Daily goal setting and performance review

Job Accommodation

Project participants received a wide range of job accommodations. Project experience has suggested that developing the resources internally to do most job accommodation planning was more effective than relying on outside "expert" resources, although not all job accommodation needs can be resolved without outside assistance. Table III lists sample job accommodations for three participants.

Table III: Sample Job Accommodations

	C.C.	P.E.	L.H.
Work Site Modifications	• Bathroom Door Opener • Remove Door • Lower Printout Racks • Relocate Mail Bins • Pad Mail Cart • Change Mail Bins	• Desk Light • Alternate Work Station • Wheelchair Ramp	• Desk on blocks • Moved file cabinets • Installing lift • Rearranged desk & chairs
Assistive Devices	• Slanted Rack for Bins • Letters on Floor	• Magnifying Bar • Headset • Rocker switch • Self Inking Stamps • Jig for WIP	• Rack for sorting mail • Magnifying glass • Light • Color code names by secretary
Job Restructuring	• Task Elimination • Schedule Changes	• Schedule changes • Task Elimination • Reduced Quota	• Created Job

The project initially recruited job accommodation resources from existing providers of rehabilitation technology services in the Greater Boston area. Early experiences with a rehabilitation technology provider to assist in designing a way for a worker to transport mail bins using a power wheelchair are typical. The provider designed an expensive ($500) cart that would be attached to the front of the wheelchair. Following rejection of that design, the provider was asked to assist in designing a handle for the mail bins the participant was using to make them easier to pull into her lap. The provider designed a prototype handle after a 3 month delay, and offered to provide them at $40 per bin. By that time, the participant's co-workers had located light weight bins with built in handles from the post office that were available for free, and replaced the heavier bins with them.

Following these early experiences emphasis was placed on developing a simple but structured strategy for analyzing the match between an employee and the workplace and designing accommodations. Guidelines for the approach were that it could be implemented efficiently in the field by an employment specialist, an employer, a person with a disability, or another support resource with limited orientation and training. This strategy is based on a structured problem solving approach based on a detailed job analysis and a detailed profile of the individual's capacities in five key areas. The Job Accommodation System has five steps: [2]

1. Job Accommodation Request: A job accommodation may be requested by a person with a disability at any time during the job interview process, after a job offer is made, or throughout the term of employment. Once the general need for job accommodation has been identified, both the employee (or advocate) and the employer should describe the accommodation request in their own words. This engages both key players at the outset of the job accommodation search and helps to focus attention on the specific employment barrier to be resolved.

2. Collecting Information: There are two major considerations when collecting information, the demands of the job and the skills and preferences of the employee. A job analysis is completed by the person most familiar with the job. An employee profile is completed that addresses major functional skill areas including mobility, physical capabilities, vision, communication, and memory and learning. Additional information may be sought from specialists as questions arise.

3. Problem Solving: Central to effective job accommodation is problem solving. Effective problem solving begins by approaching the problem from a new perspective. This step begins with problem definition. Information from the job analysis and employee profile are summarized and compared, resulting in a clear definition of the task barriers. Brainstorming strategies re used to generate as many alternative solutions to the task barriers as possible.

4. Selecting Accommodations: Selection of alternatives needs to consider a range of issues including employee and employer preferences, cost, employer expertise, reliability, and availability.

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[2] The Job Accomodation System Manual is available from Project TIE, Training and Research Institute for People with Disabilities, Children's Hospital, Gardner 6, 300 Longwood Avenue, Boston, MA 02115.

5. Implementing Accommodations: Implementation requires the cooperation of at least the Employment Specialist, the employee, and the employer. It is necessary to have a clear understanding of each person's responsibilities for purchasing, training, installation, and maintenance of any accommodation.

Job accommodations have been primarily paid for or arranged by the employer. Accommodation expenses have ranged from no cost to $6025, with all but one individual's accommodations costing $250 or less, and all but four less than $100. The $6025 accommodation represents installation of a ramp for access to the building. This installation represents other benefits to the company, including access by handtruck to the building for technicians. In addition, project staff provided information on tax credits to the company to partially offset installation costs.

Extended Services

Development of funding resources for ongoing supports was a major barrier for six project participants who received services from UCPA of MetroBoston. UCPA, like other service providers who are working with individuals with multiple disabilities, has relied almost exclusively on Medicaid funded program models for providing services. This reliance on Medicaid funding made development of alternative resources for employment support difficult. Ongoing supports for all other participants are being provided through contracts between the service provider and the Department of Mental Retardation. In these latter cases establishing ongoing support required shifting funding for a prior sheltered program to community based work support. Because this shift took place within programs that were committed to providing supported employment services, this was not difficult to achieve. This section will discuss problems in establishing ongoing supports for the six individuals served by UCPA (one additional UCPA participant does receive Department of Mental Retardation funding).

Medicaid funded day services by regulation may not be used to fund vocational or prevocational training, job placement, or employment support, and at this time the Medicaid Waiver in Massachusetts does not permit employment supports. Four of the project participants received prior day program services from UCPA with funding from Medicaid at a rate of between $10,880 and $12,010 per year in FY92 dollars. No mechanism exists for transferring funding to an agency that can provide employment training or support when an individual leaves a day habilitation program, despite the substantial cost savings once an individual has stabilized in employment.

Despite participation of DMR and Massachusetts Rehabilitation Commission staff on the project advisory committee, stable ongoing support resources have not been identified for five individuals currently supported by UCPA, despite overall reductions in annual support costs from as much as $12,010 to as little as $1,925. The current Massachusetts fiscal situation and regional economic downturn have made allocating new money to UCPA very difficult. These supports are currently being partially funded by PASS plans or IRWE's for 3 participants, by UCPA fund raising activities, and by two small foundation grants. An unresolved systemic issue is facilitating movement of individuals with multiple disabilities from restrictive program models such as Medicaid funded services to community employment.

Systems and Policy Issues

In addition to funding ongoing supports, Medicaid regulations also represent a barrier to employment for individuals living in Intensive Care Facilities (Nursing Homes or

ICF/MR's). Massachusetts, like other states, have used the ICF/MR program as a strategy for developing residential services that provide intensive supports to persons with disabilities. States have also used nursing homes as placement alternatives.

One project participant chose to voluntarily leave a supportive job site in part because of the difficulty in being employed while living in a Medicaid funded residential site, in her case a nursing home. Despite having an assigned DMR case manager (and also having mental health diagnoses), E.D. has lived in a nursing home since her mother was unable to care for her at home. Despite the clear inappropriateness of her placement, she has remained a low priority for community placement since she has a place to live.

Federal and state nursing home regulations do not permit residents who receive Medicaid funding to retain earned income over $11 per month. Earned income over $11 per month is retained by the nursing home to offset residential expenses otherwise paid by Medicaid. Residents receive a $60 per month personal needs allowance for personal spending. Work-related expenses such as transportation are not recognized as reductions in earned income, frequently resulting in a nursing home resident having less disposable income if they work. For E.D. her basic work-related expenses included $1.50 per day for her Ride fare, or $30 per month. (Transportation to and from the Day Habilitation program was provided by DMR). E.D.'s net disposable income was reduced from $60 per month to $41 per month after beginning work. Prior to resigning, E.D. began hiding her check rather than voluntarily giving it up to the nursing home staff

Conclusion

Providing job support to persons with multiple disabilities requires a flexible approach to problem solving and the creative use of a wide array of personal and professional support resources. The current trend toward more effective development and use of natural support resources both within and outside of the workplace is consistent with the need to develop a strong base of resources. The results of this and related projects suggest that careful attention to personal relationships, networks of support, job creation, and effective problem solving can have dramatic implications for the quality of employment outcomes for all participants in supported employment. The jobs that participants in this project obtained are primarily valued, white collar jobs in supportive companies. Co-workers and supervisors are clear in their commitment to the individual they have hired, even when problems temporarily arise. Wages have been comparable to nondisabled co-workers.

It is also clear that many systemic problems remain as barriers to achieving successful employment for persons with multiple disabilities. The initial resources necessary to achieve successful placement may appear prohibitive compared to other individuals in supported employment, although the long term support costs for the individuals in this project still represent a cost savings. Issues of Medicaid regulations, access to vocational rehabilitation services, and ongoing funding remain problematic. Resolution of these barriers continues to require a clear commitment to advocacy on both an individual and systems level.

Related Publications available from the Training and Research Institute for People with Disabilities

12/91 Institute Brief: *Personal networks and creative supports: Promoting employment opportunities for people with severe physical and cognitive disabilities*

12/91 Institute Monograph: *Supported employment for persons with severe physical disabilities: Survey of service providers*

9/91 Institute Monograph: *Supported employment for people with severe physical disabilities: Survey of state vocational rehabilitation agencies*

5/92 Institute Monograph: *Whole Life Planning: A Guide for Organizers and Facilitators*

5/92 Institute Brief: *Medicaid funding for community-based vocational services: Policy breakthrough or social irresponsibility?*

7/92 Institute Monograph: *The Job Accommodation System: Project Manual*

1/93 Institute Brief: *Job Accommodation*

For additional information on these or other Institute publications and activities contact:

Training and Research Institute for People with Disabilities
Children's Hospital, Gardner 6
300 Longwood Avenue
Boston, MA 02115
(617) 735-6506

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Appendix A

Project Participant Demographic Data

Name	Date of Birth	Sex	Disability	IQ	Home	Mobility	Personal Care	Prior Program
I.B.	5/14/38	M	Cerebral Palsy Mental Retardation	64	Supported Living	Power Wheelchair	Some Assistance	Day Habilitation
C.C.	11/24/55	F	Cerebral Palsy Mental Retardation	76	Supported Living	Power Wheelchair	Substantial Assistance	Day Habilitation
N.P.	12/5/54	F	Cerebral Palsy Mental Retardation Personality Disorder	62	Supervised Apartment	Manual Wheelchair	Independ-ent	Day Habilitation
E.D.	6/30./46	F	Cerebral Palsy Mental Retardation Personality Disorder	61	Nursing Home	Manual Wheelchair	Some Assistance	Day Habilitation
P.E.	4/25/66	M	Cerebral Palsy Emotional Disorder	*	Supervised Apartment	Power Wheelchair	Some Assistance	Mass Hospital School
R.S.	5/18/54	M	Cerebral Palsy	78	Family Home	Ambulatory	Independ-ent	None
M.S.	9/26/68	F	Cerebral Palsy Mental Retardation Seizure Disorder	*	Group Home	Power Wheelchair	Substantial Assistance	Mass. Hospital School
C.F.	4/15/66	F	Cerebral Palsy Mental Retardation	60	Family Home	Power Wheelchair	Some Assistance	Day Habilitation
D.C.	9/1/60	M	Cerebral Palsy Learning Disability	69	Supported Living	Power Wheelchair	Substantial Assistance	None
T.H.	10/27/54	M	Spina Bifida Chronic Health Disorder Mental Retardation	*	Family Home	Manual Wheelchair	Some Assistance	Day Habilitation
C.K.	4/4/66	M	Cerebral Palsy Mental Retardation	69	Supported Living	Power Wheelchair	Substantial Assistance	Day Habilitation
L.H.	1/24/67	F	Cerebral Palsy Visual Impairment Mental Retardation	62	Group Home	Power Wheelchair	Some Assistance	Sheltered Employmt
A.C.	10/8/66	M	Cerebral Palsy Scoliosis Seizure Disorder Mental Retardation	**	Group Home	Power Wheelchair	Substantial Assistance	Sheltered Employmt
M.B.	8/21/53	M	Cerebral Palsy Mental Retardation	61	Family Home	Manual Wheelchair	Independ-ent	Sheltered Employmt
L.F.	12/23/65	F	Cerebral Palsy Mental Retardation Blind Seizure Disorder	*	State Institution	Manual wheelchair	Substantial assistance	Sheltered Employmt

Appendix A (continued)

Project Participant Demographic Data

D.S.	2/26/44	M	Lennox-Gestault Syndrome Cerebral Cerebella Atrophy Mental Retardation Seizure Disorder	59	State Institution	Manual wheelchair	Substantial assistance	Sheltered Employmt
J.V.	2/8/71	F	Cerebral Palsy Mental Retardation	**	Mass Hospital School	Power Wheelchair	Substantial Assistance	Public Schools
L.N.	2/20/66	F	Cerebral Palsy Mental Retardation Visual Impairment Seizure Disorder	73	Group Home	Power Wheelchair	Substantial Assistance	Sheltered Employmt

*Not available
**not able to calculate

Appendix B

Project Participant Employment Data

Name	Status 12/31/92	Type of Company	Position	Hours/ week	Wages/ hour	Benefits	Separation Type
J.B.	Working	Computer manufacturing, sales, and service	Mail Room Clerk	21	$7.55	none at this time	
C.C.	Working	Computer manufacturing, sales, and service	Mail Room Clerk	21	$7.55	none at this time	
N.P.	Working (Job #1)	Human Services-Administrative office	Office Assistant	4	$4.25	none	
	Working (Job #2)	University	Office Assistant	9	$6.50	none	
E.D.	Resigned	Manufacturing	Production worker	40	$5.00	None	Resigned
P.E.	Working	Cable Television Company	Customer Service Rep	20	$7.21	Free Cable TV	
R.S.	Terminated (Job #1)	University	Office Assistant	12	$9.61	None	Laid Off Economic situation/ Department reorganiz.
	Working (Job #2)	Medical	Office Assistant	12	$6.00	None	
M.S.	Hired	Food Service	Delivery				
C.F.	Job Development Suspended (health)						
D.C.	Job Development						
T.H.	Job offered but refused. Left project						
C.K.	Job Development						
L.H.	Working	Bank	Office Assistant	6	$7.00	none	
A.C.	Terminated (Job #1)	Commercial	Production Worker	6	piece rate	None	Transportation unavailable
	Job Development						
M.B.	Job Development						

Appendix B (continued)

Project Participant Employment Data

L.F.	Working	City Hall	Office Assistant	15	$1.67	none	
D.S.	Working	School Library	Library Assistant	14	$1.00	none	
J.V.	Working (Job #1)	Medical Supply Company	Office Assistant	4	$4.00	None	
	Terminated (Job #2)	Town Library	Library Assistant	6	$4.00	None	End of school year/chose not to continue
L.N.	Hired	Food Service	Delivery				

Appendix C

Employment Specialist Hours: Job Development and Support
UCPA of MetroBoston and Institute Participants
10/1/92 through 11/30/92

	Job Development Hours	Job Site Support Hours					
Participant		0-12 months		13 -24 months		25-36 months	
		Total	Mean/month	Total	Mean/Month	Total	Mean/Month
J.B.	***	337.77	28.15	197.59	16.47	61.73	6.17
C.C.	***	417.11	34.76	189.48	15.79	94.38	9.44
N.P.	334.49	536.42	44.70	170.00**	28.33		
E.D.	162.83	153.09*	76.54				
P.E.	156.6	930.66	77.56	168.13	15.28		
R.S.-Job 1	42.06	268.78	38.40				
R.S.-Job 2	65.64	46.08*	15.36				
M.S.	193.85	*					
C.F.	283.96						
D.C.	101.61						
T.H.	201.05	*					
C.K.	171.16						
L.N.	296.8	*					
TOTAL	2010.05	2689.91	45.07	725.2	18.97	156.11	7.81

* Job offer received, represents job development time to job offer
**Supports from 7/92 to 11/92 are estimated (data terminated 7/92)
***Data not available

Appendix D

Vocational Profile Form

Vocational Profile

Date of Profile_____ Profile Completed by_____

Consumer _____

Address _____

City_____ Zip_____

Date of Birth_____ Phone_____

Social Security Number_____

Case Manager (S.E. Program)_____

I. Preferences and Needs
(See also career planning results)

1. Financial Concerns:

- ☐ Unwilling to disrupt benefits
- ☐ Concerns re changes in SSI/SSDI
- ☐ Requires benefits
- ☐ Financial ramifications not a concern

Receives:

- ☐ SSI
- ☐ SSDI
- ☐ Other: _____

Comments:

---

2. Preferred Schedule:

- ☐ full time
- ☐ part time
- ☐ weekends okay
- ☐ evenings okay

Total hours per week_____

Current regularly scheduled activities or appointments

Event	Time/Day
_____	_____
_____	_____
_____	_____

Comments:

---

4. Preferred Characteristics of Job:

- ☐ speed vs. ☐ thoroughness
- ☐ teamwork vs. ☐ independence
- ☐ judgement vs. ☐ routine
- ☐ repetition vs. ☐ variability

Comments:

---

5. Preferred Atmosphere of Company:

- ☐ Noisy, interactive vs. ☐ quiet, independent
- ☐ frequent/varied social interaction vs. ☐ Infrequent/structured social interaction
- ☐ busy, vs. ☐ slow, down time possible
- ☐ structured, vs. ☐ unstructured,
- ☐ formal vs. ☐ informal

☐ outdoors vs. ☐ indoors
☐ small,defined area vs. ☐ large area or areas
☐ moderate temperature ☐ extremes of temperature ok
Comments:

II. Endurance and Physical Capabilities

6. Strength

☐ Very light lifting (Under 10 pounds)
☐ Light lifting (11-20 pounds)
☐ Medium lifting (20-30 pounds)
☐ Heavy lifting (Over 30 pounds)
Comments:

7. Endurance (without a break)

☐ Works less than 1 hours
☐ Works 1-2 hours
☐ Works 2-3 hours
☐ Works 3 or more hours
Comments:

8. Arm Extension/Range of Motion

Able to reach from:
___ Lowest point
___ Highest Point
___ Left/Right
Comments:

9. Hand Use

Comments:

10. Head Control

Comments:

III. General Work Performance

11. Independent Work Rate (no prompts)

☐ Continual fast work rate
☐ Above average/sometimes fast
☐ Average/steady pace
☐ Slow pace
Comments:

12. Attention to Task/Perseverance

- ☐ Infrequent prompts/low supervision required
- ☐ Intermittent prompts/low supervision required
- ☐ Intermittent prompts/High supervision required
- ☐ Frequent prompts required

Comments:

---

13. Independent Job Sequencing

- ☐ Performs 7 or more tasks in sequence
- ☐ Performs 4-6 tasks in sequence
- ☐ Performs 2-3 tasks in sequence
- ☐ Cannot perform tasks in sequence

Comments:

---

14. Initiative/motivation

- ☐ Always seeks new work
- ☐ Waits for directions
- ☐ Avoids next task

Comments:

---

15. Adapting to Change

- ☐ Adapts easily to changes in routine or down time
- ☐ Adapts with difficulty to change
- ☐ Rigid routine is required

Comments:

---

16. Reinforcement Needs

- ☐ Frequently Required
- ☐ Daily
- ☐ Weekly
- ☐ Paycheck sufficient

Comments:

IV. Mobility & Transportation

17. Physical Mobility

- ☐ Uses wheelchair/Requires assistance
- ☐ Uses wheelchair/independent
- ☐ Fair ambulation
- ☐ Full physical abilities

Comments:

---

18. Building Orientation

- ☐ Building and grounds
- ☐ Building wide
- ☐ Several rooms
- ☐ Small area only

Comments:

---

19. Travel Options/Needs:

- ☐ Lift bus/van only
- ☐ Lift preferred, able to use taxi or other vehicle
- ☐ Transportation not an issue

Ride area: _____

- ☐ Makes own arrangements
- ☐ Uses Ride/Bus independently with transfers
- ☐ Uses Ride/Bus independently/ no transfers
- ☐ Requires assistance

Comments:

V. General Community Skills

20. Time awareness

- ☐ Manages time effectively
- ☐ Responds to environmental cues for activities
- ☐ Identifies breaks, meals,...
- ☐ Requires assistance for time related activities

Comments:

---

21. Reading

- ☐ Fluent Reading
- ☐ Simple reading
- ☐ Reads sight words or symbols
- ☐ No reading skills

Comments:

---

22. Writing/Note Taking

- ☐ Fluent note taking
- ☐ Simple writing/note taking
- ☐ Copies written information
- ☐ No writing skills

Method:

- ☐ Paper & pen or pencil
- ☐ Computer or typewriter
- ☐ Other: _____

Comments:

---

23. Math

- ☐ Computational skills
- ☐ Simple addition/subtraction
- ☐ Simple counting
- ☐ No computational skills

Comments:

---

24. Specialized Academic Skills? (typing, measuring, filing, data entry,...)

VI. Social Skills

25. Mode of Communication

- ☐ Verbal
- ☐ Sign or gestural
- ☐ Assistive device
- ☐ Other:

Comments:

---

26. Communication Function

- ☐ Communicates effectively with strangers and co-workers
- ☐ Communicates basic needs and engages in social conversation
- ☐ Communicates basic needs only
- ☐ Requires assistance to communicate

Comments:

---

27. Appropriate Social Interaction

- ☐ Frequent/varied social interaction
- ☐ Infrequent/routine social interaction
- ☐ Rarely interacts/polite and appropriate responses
- ☐ Rarely interacts appropriately

Comments:

---

28. Handling Criticism/Stress

- ☐ Accepts criticism/Changes behavior
- ☐ Accepts criticism/does not change behavior
- ☐ Withdraws into silence
- ☐ Resistive/argumentative

Comments:

VII.Personal Care

29. Appearance

- ☐ Neat/Clean/Clothing matched
- ☐ Neat/Clean
- ☐ Unkempt/clean
- ☐ Poor hygiene

Comments:

---

30. Independent Self Care

- ☐ Independent
- ☐ Assistance with transfers
- ☐ Assistance with bathroom use
- ☐ Assistance with eating
- ☐ Other assistance required: _____

Comments:

31. Medical Complications or Conditions?

32. Medications:

VIII. Personal Networks

A. Family & extended family (parent/guardian/siblings/housemates/...)

Name	Town	Employer/Work	Clubs....

(continue on back if necessary)

B. Residential History

C. Family support available:

D. Description of typical routines: (Use separate sheet if necessary)

E. Friends and social groups:

F. Potential employers in family:

G. Potential employers among friends or family friends:

H. Business/employer contacts for leads through consumer, family, friends:

IX. Neighborhood Survey

A. Description of neighborhood:

B. Services near home:

C. General types of employment near home:

D: Transportation availability:

X. Work Experience Information

A. Informal work performed at home:

B: Formal chores at home:

C. Informal jobs performed for others:

D. Sheltered employment:

E: Volunteer work:

F: Paid work:

XI. Learning/Performance Characteristics

XII. Flexibility/Accommodations Which May be Required in Work Place

A. Habits, Routines, Idiosyncrasies

B. Behavioral Challenges

XIII. Preferences

A. Type of work consumer wants to do:

B: Type of work parent/guardian feels is appropriate

C. What applicant enjoys doing at home:

D. Observations of kinds of work applicant likes best:

Appendix E

Project Procedure Manual: Job Creation and Job Restructuring

Project Procedure Manual

Job Creation and Job Restructuring

Job development in supported employment frequently follows a job-centered model. This approach emphasizes identifying an existing job, and then using job matching strategies to match a person to the job requirements. While the job-centered approach is effective for many individuals with disabilities, it has several disadvantages for individuals with multiple disabilities:

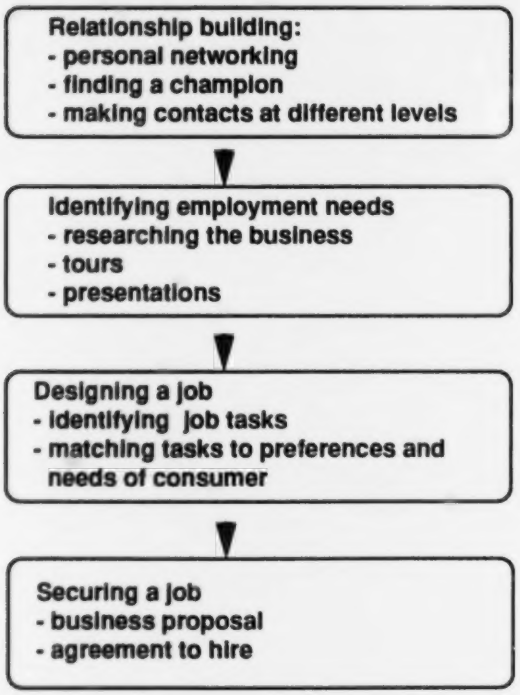
- Existing jobs contain a variety of job duties and require a variety of skills that will often match only some of the skills and physical abilities of the job candidate.
- Existing jobs have established production standards and employer expectations.
- The worker is expected to achieve independence after a short period of job training.
- The worker will compete for the job against a pool of qualified applicants who are interviewing for the same position.

Job creation and job restructuring are methods which combine a company centered approach to job development with a person-centered approach. The company centered approach to job developement looks at the specific employment needs of a company rather than at existing job openings and offers an innovative way of meeting those needs. The person centered approach is guided by individual career plans and focus on specific interests and preferences. When possible job ideas are identified for individuals, industries which possess those job duties are targeted for job development.

Through job creation, a position is created by identifying un-met or poorly met needs and combining them to create a new position. Through job restructuring, existing jobs are modified by eliminating certain tasks or passing them on to co-workers whose skills and interests better match the responsibilities. Job restructuring can also involve modifying working conditions, such as work schedules. Job creation and job restructuring are strategies which both require a more skillful and systematic approach to job development. The process often takes longer than traditional job development and entails developing a relationship with the employer and understanding the specific needs and culture of the business. Once positive relationships have been established, employers are often more willing to explore and discuss business needs, and are more flexible about considering innovative ways of meeting those needs.

The major steps of a compan-centered job development process that emphasizes relationship building and job creation are summarized in Figure 1, and discussed in detail below.

Figure 1
Stages of Company Centered Job Development



Relationship Building

Though building relationships with potential employers takes time, some methods can speed the process while developing internal supports that can be useful to the consumer once a job is obtained. An already established support system within the company can assist in the processes of integrating and training the new worker and may also allow for quicker fading of the job coach from the work site. The ***Employer Contact Form*** provides for easy record keeping to track the progress made within each individual business. Strategies for relationship building are summarized below in Table 1

Identifying Needs

Researching a company

1) Use local resources such libraries, newspapers, people you or your consumers know who work for the business.

2) Conduct an informational interview with an employee of the business using the ***Employer Interview Form*** as a guide. It is important to use this as an information gathering meeting, not an opportunity to pressure the business into making a commitment.

Table 1

Strategies for Facilitating Relationship Building

Strategies	Benefits
1) Using personal networks to locate and secure jobs, such as family, friends and other contacts of yours, your fellow staff members or your consumers.	- You are capitalizing on relationships which have already been established. - Networking can help in reaching those who have the authority to hire and the flexibility to accommodate individuals on the job - Employers are more willing to listen and consider job creation or restructuring if you are referred to them by someone they know.
2) Finding a "champion" within the company who will advocate for the potential worker.	- Champions use their energy and enthusiasm to recruit support throughout the company. - Champions are good contacts to share ideas with so that they can be passed along to those in a position to hire. - Champions can provide and facilitate natural supports for an individual who is hired.
3) Making friends at different levels of the business.	- Support from the CEO or company president will ensure support throughout the rest of the company. - The more people you have working within the business to locate opportunities, the quicker the process. - Sets the ground work for facilitating natural supports for potential workers.

3) Ask exploratory questions to learn about the needs of the business:

- Does your department have any entry level tasks which many employees do or which take employees away from their more critical job duties?
- Are there tasks which you would like to see done more efficiently or in a more timely fashion?

- Are you paying higher wages to technical or highly skilled employees to perform entry level tasks?
- Are there busy times of the day/week where you feel you could use extra help?
- Are there jobs you fill with work study students, high school students or temporary workers? Would you like someone to fill those needs on a more stable basis?
- If you were to ask people in your department what they wished they had help with, what would they say?

Touring the business

1) Speak with and question other employees about their responsibilities and the entry level tasks they perform.

2) Explore the company culture, routines, dress codes and other important factors.

3) Identify possible support people who may assist your work upon being hired.

Presentations

1) Catch the attention of many individuals in a business at one time.

2) Provide examples of how some of your consumers are benefiting other businesses.

3) Expand disability awareness while assisting managers in discovering ways of meeting their needs more efficiently.

Designing A Job

Before a job can be negotiated, an outline of the job duties is needed. It is also helpful to begin making plans to accommodate the new worker on the job and to determine what supports may be required to assist her/him in succeeding in the job. Methods for placement planning are detailed in the following chapter of this manual.

Business Proposals

1) Outline the job duties and illustrate how the qualifications of the job candidate match these duties. 2) Give employers a more concrete information to consider and discuss with other personnel in making a decision to hire.

The ***Job Development Log***, used to track weekly job development activities, is helpful to the employment specialist in managing time and it provides a basis for supervisor feedback. Keeping weekly records allows both the employment specialist and her/his supervisor to follow the progress being made with individual employers, plan for future contacts with employers, and encourages the employment specialist to allocate an adequate amount of time per week to job development in order to maximize the number of individuals placed into jobs.

To further assist employment specialists in better meeting the needs of both consumers and employers, it is useful to acquire the services of an occupational therapist, rehabilitation specialist, technology expert or other professionals during the job screening and matching and placement processes. Throughout this project, such professionals assisted in designing positions which met the abilities of job candidates, and in recommending appropriate job modifications and resources for obtaining adaptive devices to ensure the worker's success on the job.

EMPLOYER CONTACT FORM

The purpose of the Employer Contact Form is to maintain a record of all employers contacted. This form also contains essential information about the company.

Other Purposes:

* Allows you to research which methods were used to make the contact, how long it took to make contact, and also, which methods were successful.

* Acts as a guide to continue communication with the employer, assisting you in determining what your next step will be.

* Allows you to easily identify when the last contact was made and gives you an overview of all contacts with the company.

Instructions:

Date of Initial Contact: This is that date that you first speak to an individual at a business to begin building a relationship. This does not include a message left with a secretary. It should be an individual who is helpful or influential in the job development process.

Initiated By: This is the individual who made the first contact with the company. This person can be consulted by others who wish to contact the company to provide further information on the contacts receptiveness.

Referred By: This is to track whether the business was contacted through a networked source or whether it was a cold call, perhaps found in the yellow pages of the phone book or in a newspaper ad.

Method of Contact: Circle whether the first contact was made by phone, in person or through a letter. This allows you to determine which method of "first contact" works best for your organization.

General Information: Record the name of the company, the address and phone number. Also, list the name of each individual you speak with at the company and her or his job title. This will assist you in keeping track of your internal network for the purposes of identifying job needs, gathering support and generating natural supports for any individual who becomes employed with the company.

General Response: State whether the employer's initial response, upon being contacted, was negative or positive and comment on her/his reaction.

Contact Log: List each contact to the business as they occur, specifying the date, whether contacted by visit, phone or letter, what progress was made, the follow-up plan and who was responsible for the contact.

EMPLOYER INTERVIEW FORM

This form assists in gathering specific information about the company. The first meeting (when the Employer Interview Form is completed), should serve as an opportunity to emplore the company.

Other Purposes:

* Allows you to research the company for employment needs and learn of the company's experiences with regard to hiring and accommodating people with disabilities.

* Information gathered about the company serves as a basis for developing a relationship with the employer.

* Plays a role in networking...(who does the employer know? Can she/he refer you to other employers in the community?)

* Assists in defining employment needs within the company.

* Allows you to introduce methods and concepts of job creation, restructuring, modifications, etc... based on the employers current experiences and perceptions.

Instructions:

This form is best utilized as a guide for questioning and not as a formal questionnaire. The interview should be relaxed, friendly and focused on developing a relationship with the employer and gathering useful information that will lead to future employment opportunities. It is not important that you collect answers for every question, but instead that you:

1) learn enough about the company to begin to understand what employment needs may exist;

2) address any concerns that the employer may have about hiring people with disabilities, providing examples of success stories whenever possible; and

3) that you have a follow up plan with the employer before you leave, (i.e.. a scheduled tour of the company, plans to meet department managers, or a time scheduled to follow up).

Date: The date on which the interview takes place.

ETS Name: The person conducting the interview.

Name of Business: The name of the company or organization.

Address: The address of the company or organization.

Phone: The phone number of the person you are interviewing.

Contact Person: The person with whom the interview is being conducted.

General Introduction To Business: The purpose of this section is to gather information about the company, its employees and the type of jobs that exist. Specific job tasks should be explored as well as existing positions so that the possibilities of job creation or restructuring can be discussed.

Employment of Persons With Disabilities: This section helps the interview learn what the employer's experience have been with regard to hiring people with disabilities. If the employer has had positive experiences, validating the company for their efforts will help in building a rapport. If they have been negative, explore the reasons why the positions did not work out, address the issues presented, and explain what your agency can do to ensure successful placements. Many employers continue to believe that accommodating workers with disabilities is inconvenient and costly, yet may make accommodations for their non-disabled workers on a regular basis. The questions on accommodations are helpful not only in determining what an employer's understanding of the term is, but also in educating the employer about how simple and inexpensive accommodations can be. Providing examples of job creation, restructuring or simple devices used to help individuals in other companies is very effective in pointing out the benefits to the employer.

Relationships With Placement Agencies: Placement agencies for individuals with disabilities have been around for several years and many businesses have had experience in working with them. Some employers will judge your agency on experiences they have had with other agencies in the past. For this reason, it is important to know what their experiences have been. If an employer has had successful relationships with agencies in the past, determine what made it successful and express some of your similar services. If their experience was negative, determine what the problems where and explain what services your agency provides which will result in more favorable outcomes.

Barriers And Incentives: By this point in the interview, you may have already discovered what barriers and incentive exist within a company to hiring people with disabilities. It is important to address the barriers however, so that you may get beyond them. For example, if the person you are interviewing supports the hiring of people with disabilities, but believes that managers aren't open to providing opportunities, then you may arrange to present information at a managers meeting. If business is slow or the economy is in a down swing, you may present a part-time created job as a way fulfilling arising needs, as oppose to filling full time positions that become available. If the employer is unfamiliar with tax and other incentives which are available to businesses who hire individuals with disabilities, it will help to provide it. Taking care of the initial paperwork for the employer makes it an even better incentive. Many agencies are registered with their state employment office and keep forms on file to be completed when a worker is hired.

Areas For Assistance And Referral: If a plan to follow up with the employer has not yet been arranged, it may be done so at this point. If the person that you interviewed does not have the authority to make hiring decisions or the flexibility to create or restructure jobs, he or she may suggest others in the company that you could meet with. Before leaving, it is helpful to obtain names and numbers of other businesses in the community from the employer for the purpose of job development. As mentioned in this chapter, personal networking can enhance your efforts, especially is you are referred by another reputable member of the business community.

JOB DEVELOPMENT LOG

The purpose of the Job Development Log is to keep track of employers contacted in a one week period.

Other Purposes:

* Allows the job developer to track time spent on developing specific jobs.

* Provides an agenda for weekly staff meeting and may generate some competition and motivation among employment specialists.

* Serves as a feedback tool for management.

* Tracks specific job development, as well as generic job development.

* Tracks the number of contacts and sources of contacts.

Instructions:

ETS Name: The name of the employment specialist completing the form.

Program: Some organizations have more than one program where job development is a responsibility of the staff. This assists managers in tracking what job development is occurring for the specific programs.

Week Ending: Recording the end date of each week allows employment specialists and managers to easily refer back to previous weeks for purposes of tracking the status of employer contacts or measuring the job development productivity of the individual completing the form.

Date: The specific date on which the employer was contacted.

Company: The company or business which was contacted.

Initial/Follow up: One of these boxes should be checked to track the number of new business contacted each week and the number of businesses with which the ETS is maintaining a continued relationship.

Source of Contact (Cold Call, Adv. Position, Networked, Other): By documenting the method in which the job lead was obtained, employment specialists and managers can determine which sources produce the best outcomes over time. To obtain an accurate count, the source of contact need only be recorded for initial contacts.

Type of Contact (Letter, Phone, Interview, Visit, Hire): The method in which the employer was contacted on that particular day.

Outcome: A brief description of the results of the contact.

Comments: Any other pertinent information relating to the contacted business, including the name of the source if the contact was networked.

Consumer's Initials: The initials of the job candidate for whom the business was contacted. If a specific consumer has not yet been identified, a "G" for generic job development can be marked in this space.

EMPLOYER CONTACT SHEET

Date of Initial Contact:_____

Initiated By:_____

Referred By:_____

Method of Contact: Phone Visit Letter

I. General Information

Name of Company:_____

Address: Street_____

City:_____ State:_____ Zip:_____

Phone:_____

Name and Position of Contact Persons;

Name	Postion
_____	_____
_____	_____
_____	_____
_____	_____

I. General Response: Interested Not Interested

Comments:_____

_____

_____

_____

_____

_____

*** Further Contact with company recorded on reverse.**

CONTINUED CONTACT LOG

Date	Visit Phone Letter	Reaction/ Comments	Follow-Up	Who

EMPLOYER INTERVIEW

Date:_____ ETS Name:_____

Name of Business: _____

Address _____

Phone:_____ Contact Person: _____

GENERAL INTRODUCTION TO BUSINESS

Type of business (service, production, etc...), Brief description of products or services. Parent or related companies.

Approximate size of work force. Composition of work force (skilled, professional, support) Breakdown of departments or crews. Describe some representative jobs in work force. Representative jobs for this industry in general.

Most frequent job openings. Jobs most difficult to fill. Tasks which take up most time for employees. Tasks which take employees away from more critical duties. Future areas of expansion or need for the company?

EMPLOYMENT OF PERSONS WITH DISABILITIES

Any persons with disabilities currently employed? What types of disabilities are represented? In which types of jobs are persons with disabilities employed?

Any changes to job description, environment, etc... to accommodate persons with disabilities? Any job creation, or use of consultants or outside agencies to accomplish this. Who incurred expense?

RELATIONSHIP WITH PLACEMENT AGENCIES

Any involvement with employment services for people with disabilities, any employees hired through such an agency. Any employees hired with a job coach or other training services. Positive or negative experience. Things employer would prefer done differently?

What services would the employer find the most useful when dealing with and employment agency for persons with disabilities in their business. Greatest incentives?

BARRIERS AND INCENTIVES

What does the employer feel are the greatest barriers to employing persons with disabilities?

Is the employer familiar with incentives for hiring the disabled such as the Targeted Jobs Tax Credit, On The Job Training reimbursements, and the Tax Credit on Architectural/Transportation Barrier. Who in the company could make use of that information?

AREAS FOR ASSISTANCE AND REFERRAL

Is there anything specific that HIRE OPTIONS could do to assist the employer at this time?

Is there someone else in the company that it would make sense for us to contact or that we could assist in any way?

Can the employer refer us to any other businesses in the area that we should talk to?

Job Development Log

ETS Name: _____ **Program:** _____

Week Ending: _____

Date	Company	Initial	Follow-up	**Source of Contact** Cold call Adv. Position Networked (note source) Other (Specify)	**Type of Contact** Letter Phone Interview (Consumer) Visit Hire	**Outcome** -interested? -Meeting scheduled? -Interview? -No interest?... **If Negative specify reason (e.g. not accessible, no interest)**	**Comments** -Include source of contact if networked.	Consumer's Initials (Use only if specific)

Appendix F

Project Procedure Manual: Placement Planning

Placement Planning

Placement planning begins once a potential position has been identified within a business. The process involves comparing the job duties and employer expectations to the preferences and skills of the consumer being considered for the job.

Once employment needs have been identified, the ***Job Screening Summary*** focuses on the specific characteristics of the job and outlines the employers needs. The details of the job may include the work schedule and the physical, academic and social skills required for the job. If the job is being created or restructured, the job screening summary can be used as a tool to negotiate job tasks that will meet the abilities of a job candidate who is being considered for the job.

When a consumer has interests and skills that match the job characteristics outlined, the employment specialist can then begin negotiating for the job. To ensure that the consumer is a good candidate for the job, or to help her or him make a comfortable decision about whether to accept the job or not, the ***Placement Planning Summary*** can be used to measure how closely her/his career planning outcomes match the specific duties of the job. Training requirements and accommodations needed to perform the job can also begin to be looked at through the job matching process and options can be listed and considered. The placement planning process is most effective when it involves the members of the career planning team who are the key support people in the persons life.

JOB SCREENING SUMMARY

The purpose of the Job Screening Summary is to obtain detailed about a specific job and to determine the physical and social requirements of the job and what the employers expectations are with regard to job performance.

Other Purposes:

- Allows you to negotiate changes in the job description or duties to match the abilities and interests of your consumer.
- The requirements can be compared with the results of the Vocational Profile to determine consumer/job match.
- When looking at a job in great detail, other factors can be learned, such as what the essential functions of the job are, how flexible and accommodating the employer might be, company culture, and who may be key people to consider when developing natural supports on-the-job.

Instructions:

Date of Inventory: The date in which the form is completed.

Inventory Performed By: The ETS completing the form.

Contact Name: The name of the individual at the business who is being interviewed to gather the details about the job.

Title: The job title of the contact person.

Company: The name of the business at which the job exists.

Address/City/Zip: The address of the business.

Phone: The phone number of the contact person.

Position: The job title of the position being detailed by the ETS to be considered for a consumer.

Preferences and Needs: The specific details and characteristics of the positions are recorded in this section, including the atmosphere of the company to ensure that they meet the preferences of the consumer. Comments may be noted after each section which will be of additional help in determining if the position is appropriate for the individual being considered.

Endurance and Physical Capabilities: This section details the physical requirements of the job, including strength for lifting or carrying, endurance, and physical capabilities or control required to perform the job.

General Work Performance: This section focuses on employer expectations relative to job performance and standards. Individual initiate required and the amount of supervision and feedback available are determined.

Mobility and Transportation: This section is concerned with the mobility requirements at and around the work site and with transportation to and from work.

General Community Skills: The purpose of this section is to determine what academic skills are needed to perform the job, such as the ability to tell time, read or perform mathematical tasks. It also considers specialized skills such as typing.

Social Skills: To ensure that an individual's social skills are compatible with the company's culture, behavioral expectations of the employer are considered, as well as a persons ability to communicate with supervisors and co-workers.

Personal Care: The dress code and general appearance requirements of the employer are determined.

PLACEMENT PLANNING SUMMARY

The purpose of the Placement Planning Summary is to compare personal outcomes from the career planning meeting to the characteristics of the job being considered to ensure that the position matches the consumer's preferences, and to plan for supports and adaptations that will enable the individual to be successful. The summary is intended to be completed during a planning meeting that includes at least the individual consumer, and in most cases family members and others who are key sources of support.

Other Purposes:

- Allows the career planning team to assist in placement planning, address concerns and determine support options.
- Outlines adaptations and support strategies before the individual begins the job.
- Brings together the significant people in the consumer's life to celebrate a new job.

Instructions:

Date of Match: The date of the meeting.

Consumer: Individual being offered for the job.

Position: The job title of the position being considered.

Company: The company at which the job exists.

Participants: A list of all individuals who attend the meeting.

Personal Outcomes: The outcomes of the consumer's career planning meeting.

Match (Personal Outcomes): Comparing the job to each of the career planning outcomes, the match is rated using the numbers from the scoring key, 1= Good Match, 2= Fair Match and 3= Poor Match. A match may be improved using adaptations or supports.

Adaptations: Tools or devices, changes in the work station or changes in the job description that may assist the worker in performing the job duties more successfully.

Support Strategies: Details that the job coach, employer, or members of the support team can take care of to ensure the success of the worker, such as arranging transportation, purchasing adaptations or negotiating changes to the job description.

Job Factors: Aspects of the job that may or may not meet the needs or preferences of the consumer. Next to each job factor, either the "critical" or "match" box should receive a check mark or a rating.

Critical: A check in this box indicates that a match on this factor is important to either the individual or to the employer. Note that a match can be achieved in a variety of ways, including through adaptations or support.

Match (Job Factors): As above, the rating in this box indicates the quality of the match between a job factor and the individual using the scoring key. This rating is before adaptation or support. A poor match may not be a problem if the item is not critical (see above). A match may be improved by providing support or an adaptation.

Additional Comments: Other concerns or comments raised by participants at the meeting that are of importance to the individual's decision about the job.

Summary: A summation of the outcomes of the meeting, including general consensus as to whether it is felt that the job is a good job match for the individual, and other information, such as who is responsible for carrying out the outlined support strategies and whether the individual will be accepting the job.

Job Screening Summary

Date of Inventory_____ Inventory Performed by_____

Contact Name_____

Title:_____

Company:_____

Address_____

City_____ Zip_____

Phone_____

Position:_____

I. Preferences and Needs

(See also career planning results)

1. Employer's Financial Requirements:
   - ☐ TJTC
   - ☐ NARC On the Job Training
   - ☐ Architectural Barrier Tax Deduction
   - ☐ Financial Incentives not necessary

   Comments:

2. Schedule (check all that apply):
   - ☐ full time
   - ☐ part time
   - ☐ weekends required
   - ☐ evenings required

   Total hours per week (range)_____

   Comments:

4. Characteristics of Job:

☐ speed	vs.	☐ thoroughness
☐ teamwork	vs.	☐ independence
☐ judgement	vs.	☐ routine
☐ repetition	vs.	☐ variability

Comments:

5. Atmosphere of Company:

☐ Noisy, interactive	vs.	☐ quiet, independent
☐ frequent/varied social interaction	vs,	☐ Infrequent/structured social interaction
☐ busy,	vs.	☐ slow, down time possible
☐ structured,	vs.	☐ unstructured,
☐ formal	vs.	☐ informal
☐ outdoors	vs.	☐ indoors
☐ small,defined area	vs.	☐ large area or areas
☐ moderate temperature		☐ extremes of temperature ok

Comments:

II. Endurance and Physical Capabilities

6. Strength: Lifting and Carrying
   - ☐ Very light lifting (Under 10 pounds)
   - ☐ Light lifting (11-20 pounds)
   - ☐ Medium lifting (20-30 pounds)
   - ☐ Heavy lifting (Over 30 pounds)

   Comments:

---

7. Endurance (Time required without a break)
   - ☐ Works less than 1 hours
   - ☐ Works 1-2 hours
   - ☐ Works 2-3 hours
   - ☐ Works 3 or more hours

   Comments:

8. Arm extension required

   Able to reach from:

   ___ Lowest point
   ___ Highest Point
   ___ Left/Right

   Comments:

---

9. Hand Use

   Comments:

---

10. Head Control

    Comments:

III. General Work Performance

11. Independent Work Rate (no prompts)
    - ☐ Continual fast work rate
    - ☐ Above average/sometimes fast
    - ☐ Average/steady pace
    - ☐ Slow pace

    Comments:

---

12. Attention to Task/Perseverance
    - ☐ Infrequent prompts/low supervision available
    - ☐ Intermittent propmts/low supervision available
    - ☐ Intermittent prompts/High supervision available
    - ☐ Frequent prompts available

    Comments:

---

13. Independent Job Sequencing
- ☐ Independent job set-up and sequencing of tasks required
- ☐ Some supervision/prompts available
- ☐ Frequent supervision/prompts available

Comments:

---

14. Initiative/motivation
- ☐ Initiation of work required
- ☐ Waits for directions
- ☐ Avoids next task

Comments:

---

15. Adapting to Change
- ☐ Frequent changes in routine or down time
- ☐ Some changes in routine or downtime (Specify frequency:)
- ☐ No task changes

Comments:

---

16. Reinforcement Availability
- ☐ Frequent reinforcement
- ☐ Intermittent reinforcement (daily)
- ☐ Infrequent reinforcement (weekly)
- ☐ Minimal reinforcement (paycheck)

Comments:

IV. Mobility & Transportation

17. Physical Mobility Required
- ☐ Sit or stand in one area
- ☐ Fair ambulation required
- ☐ Negotiating stairs/minor obstacles required
- ☐ Full physical abilities required

Comments:

---

18. Building Orientation Required
- ☐ Building and grounds
- ☐ Building wide
- ☐ Several rooms
- ☐ Small area only

Comments:

---

19. Travel Options Available:
- ☐ Lift bus/van only
- ☐ Lift preferred, but able to use taxi or other vehicle
- ☐ Transportation not an issue

Ride area: _____

Comments:

IV. General Community Skills

20. Time awareness
- ☐ Must attend to time to perform job tasks
- ☐ Must complete job tasks at readily identifiable times
- ☐ Must identify breaks, etc.
- ☐ Time factors not important

Comments:

21. Reading Required
- ☐ Fluent Reading
- ☐ Simple reading
- ☐ Reads sight words or symbols
- ☐ ☐o reading skills

Comments:

22. Writing/Note Taking Required
- ☐ Fluent note taking
- ☐ Simple writing/notetaking
- ☐ Makes identifying mark
- ☐ ☐o writing skills

Methods Available:
- ☐ Paper & pen or pencil
- ☐ Computer or typewriter
- ☐ Other: _____

Comments:

23. Math Required
- ☐ Computational skills
- ☐ Simple addition/subtraction
- ☐ Simple counting
- ☐ ☐o computational skills

Comments:

24. Specialized Academic Skills Required? (typing, measuring, filing, data entry,...)

VI. Social Skills

25. Modes of Communication Acceptable
- ☐ Verbal
- ☐ Sign or gestural
- ☐ Assistive device
- ☐ Other:

Comments:

26. Communication Function Required
- ☐ Communicates effectively with strangers and co-workers
- ☐ Communicates basic needs and engages in social conversation
- ☐ Communicates basic needs only

☐ Requires assistance to communicate
Comments:

27. Social Interactions
- ☐ Frequent/varied social interaction
- ☐ Infrequent/routine social interaction
- ☐ Social interactions rare/polite and appropriate reposnses expected
- ☐ Social interaction not required

Comments:

28. Acceptance of Unisual Behaviors
- ☐ Tolerant of unusual or disruptive behavior
- ☐ Few unusual or disruptive behaviors accepted
- ☐ No unusual or disruptive behaviors accepted

Comments:

VI.Personal Care

29. Appearance Requirements
- ☐ Neat/Clean/Clothing matched
- ☐ Neat/Clean
- ☐ Unkempt/clean
- ☐ Poor hygiene accepted

Comments:

30. Independent Self Care
- ☐ Independent
- ☐ Assistance with transfers
- ☐ Assistance with bathroom use
- ☐ Assistance with eating
- ☐ Other assistance required: _____

Comments:

31. Medical Complications or Conditions?

32. Medications:

Additional Comments:

Placement Planning Summary

Date of Match_____

Consumer _____

Position: _____

Company: _____

Participants: _____

_____

_____

Scoring Key: 1=Good Match
2=Fair Match
3=Poor Match

Personal Outcomes	Match	Adaptations:	Support Strategies
1.			
2.			
3.			
4.			
5.			
6.			

Job Factors	Critical?	Match?	Job Adaptations	Support Strategies
1. Financial Concerns:				
2. Schedule:				
4. Characteristics of Job:				
5. Atmosphere of Company:				
6. Strength Required				

7. Endurance Required				
8. Arm Extension Required				
9. Hand Use				
10. Head Control				
11. Independent Work Rate				
12. Attention to Task				
13. Independent Job Sequencing				
14. Initiative/ motivation				
15. Adapting to Change				
16. Reinforcement				
17. Physical Mobility				
18. Building Orientation				
19. Travel Options/Needs				
20. Time awareness				
21. Reading				
22. Writing/Note Taking				
23. Math				
24. Specialized Academic Skills				

25. Mode of Communication				
26. Communication Function				
27. Social Interaction				
28. Handling Criticism/Stress				
29. Appearance				
30. Independent Self Care				
31. Medical Issues				

Additional Comments:

Summary: